T·I·E·R
Tiered Interventions Using Evidence-Based Research

Facilitator Guide: Behavioral & Mental Health Supports

Leadership Module
Creating an Assessment Plan

This pathway provides guidance for districts and campuses in building and implementing an effective assessment plan. After completing this pathway, you will be ready to do the following:

- Select research-based assessments
- Provide training and support in assessment administration
- Create an assessment calendar
- Manage assessment data
- Use assessment data to examine campus implementation of a multi-tiered system of supports (MTSS)
- Support teachers in using assessment data

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Behavior and Mental Health Application

An MTSS framework provides an integrated system to support the academic, behavioral, and mental health needs of students. The Creating an Assessment Plan pathway guides participants through the steps required for selecting assessments, collecting data, and analyzing data to inform student interventions. Though many examples in this pathway are academic, the same principles can be applied to behavior and mental health.

This facilitator guide is intended to provide supplemental examples and resources to better incorporate behavioral and mental health concepts within this foundational training of MTSS. These examples and resources are intended as an introduction to these concepts; more in-depth information and training are available in the TIER Behavior and Mental Health modules.

Overall Guidance

Throughout the presentation:

- Emphasize that MTSS applies to behavior, mental health, and academics.
- Emphasize that behavior and mental health supports are equally as important within MTSS.
- Embed behavioral and mental health concepts within any discussions during the presentation.

The table on the following page provides specific examples and resources organized by the presentation outline.

Slide(s)	Notes
6	Emphasize that "students' knowledge and skills" applies to both academics and behavior. Examples of students' behavioral knowledge include school-specific expectations and social and personal competencies.
8	Examples of targeted interventions for behavior and mental health include the following: • Peer group support and modeling • Check-In/Check-Out • Small-group social skills instruction
9	Inform participants that pathways are in development on behavior screening, behavior progress monitoring, and behavior diagnostics.
11	Where the slide says, "identifies gaps in learning," the presenter can add, "and specific behavioral skills." For example, if a group of students is often disruptive in the hallway, a teacher may need to explicitly teach hallway expectations. A teacher might also choose to organize mindfulness activities for students during transitions.
14–15	Emphasize that progress monitoring applies to behavior.
16	Examples of behavior progress monitoring include the following: • Existing data, such as office discipline referrals, attendance, and existing supports • Systematic direct observation collected by an observer • Direct behavior rating, such as behavior report cards and check-in/check-out cards For further information regarding behavior screening and progress monitoring, participants may wish to explore the following: • What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior • Behavior Progress Monitoring Tools Chart: https://charts.intensiveintervention.org/bprogressmonitoring
20	Teachers should also be trained in behavior screening and progress-monitoring tools.
22	Emphasize that reliability checks apply to all behavior and mental health tools, trainings, and procedures.
25	Recommend that leaders add behavior checkpoints for Tiers 1 and 2 along with the instructional measures.
39	Encourage participants to consider disaggregating data for academics and behavior. Another example for analysis could be asking campuses or districts to notice whether certain student demographics are overrepresented in behavior or special education referrals. If so, campuses may need to reflect on why this is happening and how to interrupt this pattern.
49	Discuss setting measurable and attainable behavior goals for students. Beginning with screener/benchmark data as a baseline, progress monitoring will demonstrate students' behavior change through incremental progress toward the goal.
52–53	Invite participants to discuss how the conversation about classroom behavior screening data might affect classroom management, behavior coaching, instruction on social and personal competencies, trauma-informed strategy training, and more.